

Britton's Neck Elementary

6882 Hwy 908
Gresham, SC 29546

Grades	PK-6 Elementary School	
Enrollment	179 Students	
Principal	Angela Slagle	843-362-3510
Superintendent	Dr. Everette M. Dean, Jr.	843-423-2891
Board Chair	Mr. McKeiver Williamson	843-430-0704

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	63	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	No

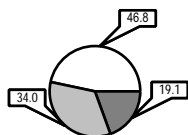
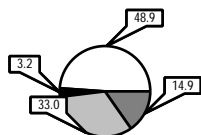
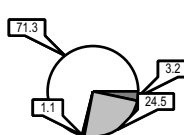
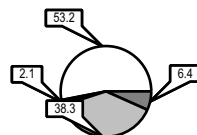
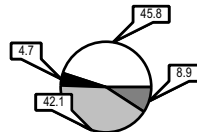
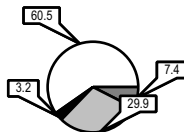
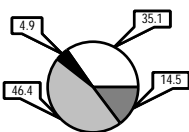
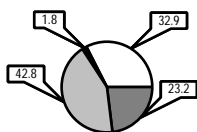
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	96	100.0	46.8	34.0	19.1	0.0	25.5	No	Yes
Gender									
Male	49	100.0	57.1	28.6	14.3	0.0	16.3		
Female	47	100.0	35.6	40.0	24.4	0.0	35.6		
Racial/Ethnic Group									
White	23	100.0	52.4	23.8	23.8	0.0	28.6	I/S	I/S
African American	66	100.0	47.0	36.4	16.7	0.0	22.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	63	100.0	29.5	41.0	29.5	0.0	37.7		
Disabled	33	100.0	78.8	21.2	0.0	0.0	3.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	96	100.0	46.8	34.0	19.1	0.0	25.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	93	100.0	46.2	34.1	19.8	0.0	26.4		
Socio-Economic Status									
Subsidized meals	92	100.0	44.4	35.6	20.0	0.0	26.7	No	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	96	100.0	48.9	33.0	14.9	3.2	27.7	No	Yes
Gender									
Male	49	100.0	51.0	32.7	14.3	2.0	26.5		
Female	47	100.0	46.7	33.3	15.6	4.4	28.9		
Racial/Ethnic Group									
White	23	100.0	38.1	38.1	23.8	0.0	47.6	I/S	I/S
African American	66	100.0	54.5	31.8	9.1	4.5	19.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	63	100.0	27.9	45.9	21.3	4.9	41.0		
Disabled	33	100.0	87.9	9.1	3.0	0.0	3.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	96	100.0	48.9	33.0	14.9	3.2	27.7		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	93	100.0	48.4	33.0	15.4	3.3	28.6		
Socio-Economic Status									
Subsidized meals	92	100.0	48.9	33.3	14.4	3.3	27.8	No	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	96	100.0	71.3	24.5	3.2	1.1	4.3
Gender							
Male	49	100.0	71.4	26.5	2.0	0.0	2.0
Female	47	100.0	71.1	22.2	4.4	2.2	6.7
Racial/Ethnic Group							
White	23	100.0	52.4	47.6	0.0	0.0	0.0
African American	66	100.0	77.3	18.2	3.0	1.5	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	63	100.0	59.0	34.4	4.9	1.6	6.6
Disabled	33	100.0	93.9	6.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	71.3	24.5	3.2	1.1	4.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	93	100.0	70.3	25.3	3.3	1.1	4.4
Socio-Economic Status							
Subsidized meals	92	100.0	72.2	23.3	3.3	1.1	4.4
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	96	100.0	53.2	38.3	6.4	2.1	8.5
Gender							
Male	49	100.0	55.1	38.8	4.1	2.0	6.1
Female	47	100.0	51.1	37.8	8.9	2.2	11.1
Racial/Ethnic Group							
White	23	100.0	47.6	47.6	4.8	0.0	4.8
African American	66	100.0	59.1	31.8	6.1	3.0	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	63	100.0	36.1	52.5	8.2	3.3	11.5
Disabled	33	100.0	84.8	12.1	3.0	0.0	3.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	53.2	38.3	6.4	2.1	8.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	93	100.0	53.8	37.4	6.6	2.2	8.8
Socio-Economic Status							
Subsidized meals	92	100.0	53.3	37.8	6.7	2.2	8.9
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	24	100.0	45.5	27.3	27.3	N/A	27.3
	4	31	100.0	64.5	32.3	3.2	N/A	3.2
	5	31	100.0	32.3	48.4	19.4	N/A	19.4
	6	28	100.0	33.3	48.1	14.8	3.7	18.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	15	100.0	20.0	73.3	6.7	0.0	6.7
	4	24	100.0	59.1	31.8	9.1	0.0	9.1
	5	31	100.0	54.8	32.3	12.9	0.0	12.9
	6	26	100.0	42.3	15.4	42.3	0.0	42.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	24	100.0	31.8	68.2	N/A	N/A	N/A
	4	31	100.0	61.3	35.5	3.2	N/A	3.2
	5	31	100.0	35.5	45.2	16.1	3.2	19.4
	6	28	100.0	40.7	40.7	11.1	7.4	18.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	15	100.0	53.3	40.0	6.7	0.0	6.7
	4	24	100.0	36.4	54.5	9.1	0.0	9.1
	5	31	100.0	67.7	22.6	6.5	3.2	9.7
	6	26	100.0	34.6	23.1	34.6	7.7	42.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	15	100.0	80.0	20.0	0.0	0.0	0.0
	4	24	100.0	72.7	27.3	0.0	0.0	0.0
	5	31	100.0	90.3	6.5	3.2	0.0	3.2
	6	26	100.0	42.3	46.2	7.7	3.8	11.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	15	100.0	53.3	46.7	0.0	0.0	0.0
	4	24	100.0	36.4	54.5	9.1	0.0	9.1
	5	31	100.0	77.4	22.6	0.0	0.0	0.0
	6	26	100.0	38.5	38.5	15.4	7.7	23.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 179)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Up from 1.0%	4.0%	3.0%
Attendance rate	95.2%	Down from 96.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 7.9%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%	Down from 5.3%	5.5%	3.2%
Eligible for gifted and talented	9.1%	Down from 10.2%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 5.3%	8.1%	8.2%
Older than usual for grade	0.6%	No change	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	73.7%	Up from 68.8%	77.4%	83.3%
Highly qualified teachers	100.0%	No change	92.0%	93.5%
Teachers with emergency or provisional certificates	7.7%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	85.4%	Up from 79.9%	82.9%	87.0%
Teacher attendance rate	96.1%	Up from 95.2%	94.9%	95.0%
Average teacher salary	\$37,115	Down 4.4%	\$40,277	\$41,703
Prof. development days/teacher	15.7 days	Up from 11.8 days	14.3 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 16.3 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.7%	Up from 87.2%	88.8%	89.8%
Dollars spent per pupil*	\$16,809	Up 96.8%	\$7,418	\$6,242
Percent of expenditures for teacher salaries*	55.0%	Up from 54.9%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	96.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, staff and administration are working diligently to improve student achievement. We are continuously changing in order to better meet the instructional needs of our students. Major emphases are being made to enhance our Early Childhood Program and improve reading. Funding in these areas was made possible because we were recipients of two grants, Early Reading First (Pre-K-3rd) and Reading First (1st-6th).

Both grants allowed us to focus on improving reading in primary and elementary grades. All teachers and principal participated in study group twice a month. The intent is to make all teachers better reading and writing teachers. A literacy coach facilitates study groups, models and demonstrates lessons throughout the school year.

Everyone has worked very hard this year, and we are seeing improvements. We continue to need the support of our parents and community to make our school better. Together, we can meet the challenge.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	26	17
Percent satisfied with learning environment	94.1%	96.2%	76.5%
Percent satisfied with social and physical environment	100.0%	88.5%	64.7%
Percent satisfied with school-home relations	70.6%	100.0%	50.0%

*Only students at the highest elementary school grade level at this school and their parents were included.